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EDITORIALS

Announcing "Character Chats"

CONSTANTLY and consistently through the years the Journal of Education has held the paramount end of teaching to be the development of sound character. Today the need of such an objective is recognized on every side. As a result we see the launching of various movements for introducing moral and religious instruction into the curriculum of the schools; or, failing this, attempts at linking the school in an alliance with the churches, so that opportunities for religious teaching may be afforded every child.

Zealous, far-sighted educators have interested themselves in this problem, and many of them are quietly working out their own answers to it. Among these, we know of none who is accomplishing so excellent results with so small an expenditure of classroom time, as Joseph B. Egan, headmaster of the Harvard-Frothingham district of Boston, and editor of "Citizenship Through Character Development."

For some months past Mr. Egan has been writing a daily letter to the boys and girls. Usually the letter takes the form of a story. Always the message is live and interesting, and has a distinct bearing upon the development of right character.

Mr. Egan's teachers and others outside his district have been quick to grasp the value of these letters, and at their instigation he has kept on writing them.

The Journal of Education considers itself fortunate in being able to offer these letters, for the first time in any magazine, to the teachers of America.

Publication of Mr. Egan's "Character Chats" will commence April 8, and will continue each week.

This remarkable feature is commended to the attention of superintendents, principals and teachers. "Character Chats" are unique. They are a wonderful means of imparting to pupils

that sense of moral values which many of them must acquire in the public school if they are to acquire it anywhere. Mr. Egan's letters awaken those better impulses and aspirations which are to be found in every normal person.

In none of these letters is there a false note, a failure of clearness or interest, or anything which interferes with their availability in any classroom.

We believe our readers will welcome "Character Chats" as an unmatched contribution to the cause of education in its best and truest sense.

National Illiteracy Crusade

THE organization of the National Illiteracy Crusade in Washington at the time of the meeting of the Department of Superintendence has developed surprising momentum. The Red Cross was the first to respond with offer of room for headquarters there. Then came the following resolution of the Department of Superintendence:—

RESOLUTION PASSED BY THE DEPARTMENT OF SUPERINTENDENCE, FEBRUARY 25, 1926.

"We rejoice in the progress that has already been made toward the elimination of illiteracy, and we recognize the need of a continuance of these efforts with increasing zeal until they have culminated in ultimate success, and the nation is free from illiteracy.

"We, therefore, urge that all patriotic citizens and every agency for the public good shall join with the teachers of America in putting into the movement for the elimination of illiteracy such driving power as will render it irresistible and will guarantee to every illiterate a speedy opportunity."

It has been evident for some time that the Illiteracy Crusade to eliminate all illiteracy in the United States by 1930 could not be done by any existing organization; yes, and that it must be done by Mrs. Cora Wilson Stewart with a live, consecrated organization behind her.

The organization of this "National Illiteracy Crusade" meets every need, and we can safely assume there will be no illiteracy in the United States after December 31, 1930.

Washington Schools

WE have known Washington schools intimately for more than forty years, and they have always been as good as schools in other cities, and at times they have led the country. They have never fallen appreciably behind in subject methods or in classroom management, but they have often been belittled because it is good politics in Washington to lie professionally in order to stimulate Congressional action.

Washington has always been an attractive place in which to live. Congressmen often bring teachers to the city, but it has never been good politics for a Congressman to select any teacher for Washington who was not highly esteemed at home as a teacher. As a rule Washington teachers, installed by their Congressmen, have been above the ordinary level professionally.

It is rank professional stupidity for any school administration to think it pays in any wise to belittle the teaching force of the city.

From the days of W. B. Powell to this day the City Normal School has been one of the outstanding institutions in professional training in the country. In kindergarten, in music, in art, in domestic science, in commercial work, in physical culture, in dramatics, in school gardens, in all progressive functionings, the schools of Washington have always been among the leaders. Superintendents sometimes have to play politics in Washington, and sometimes they lose out, but the teachers are nowhere safer than in Washington.

The one weak spot in the schools of Washington is the fact that a superintendent does not have the same necessity of selling himself to his teachers or to the community as he does in other cities, and there is a temptation to sell himself to Congress instead of to the schools, but this need not be. It was not true of Dr. William M. Davidson, who had as loyal a body of teachers and as devoted a community as any superintendent ever had. Falsifying regarding the schools of Washington is as despicable as anywhere else.

Boston University Vista

BOSTON has had few vistas approaching that of the coming of Dr. Daniel L. Marsh to the presidency of Boston University. The University has attained a great height in educational and professional service. Boston purposes an immediate entrance into the business inheritance that should be hers. The academic standards of New England loom large in breadth as they always have loomed in height, and religious ideals on the horizon are nowhere more in evidence than in the land of Pilgrims and Puritans.

No one was ever better prepared by education and experience and by professional personality to lead a vista to a glorious vision than is President Marsh, the new leader of

the noble body of men and women of the clientele of Boston University.

Ten years ago the student body of the university numbered 1,827; last June the university had on its rolls 10,839 students.

Ten years ago the expense budget of the university totalled $435,000; this year it is $1,561,000.

Ten years ago the university's endowment was $1,688,000; today it is $3,473,000.

The attendance at the university during this period has increased 590 per cent., while the endowment for the giving of educational service to these students has increased only 205 per cent.

No such record of progress in enrollment has ever been known, certainly not in conventional New England. There have been many institutions in which the financial recognition has been vastly greater. Boston and the rest of New England will certainly rally financially under the presidency of Dr. Daniel L. Marsh.

Florence Barnard's Prize

FLORENCE BARNARD, a teacher in Brookline, Massachusetts, won the Five Hundred Dollar Prize offered by the National Association of Mutual Savings Banks. It was won in a nation-wide competition for an "Outline on Thrift Education." The Savings Banks Association of Massachusetts now issues Miss Barnard's Outline in an attractive form, hoping that schools will provide it for all children. For 100 or more it may be had for five cents a copy, postpaid. Single copies twenty-five cents. This is vastly more than one ordinarily expects in anything on "Thrift Education." Miss Barnard presents this inevitable sequence: "Thrift and Savings, Savings and Wealth, Wealth and Civilization."

Law Enforcement

THE members of the Woman's National Committee for Law Enforcement voice a well-nigh universal sentiment when they say: "It is not a question of law based on the Eighteenth Amendment to the Constitution, but a question of reverence for all law without which this Democracy is not only not safe, but will have no power to aid the world."

There is to be a convention of the women crusaders for law enforcement in Washington, D.C., April 11-15.

Nine commissions of women representing various organizations and sections of the country will present reports and resolutions on the legal, political, educational, social, patriotic and religious aspects of law observance and enforcement.

For particulars apply to Mrs. William I. Darby, Washington Hotel, Washington, D.C.

Myths vs. Historical Gossip

SUPERINTENDENT EDWIN C. BROOME of Philadelphia is one hundred per cent. sensible when he protests against teaching historical gossip about the frailties of historical heroes instead of myths.

The plea that such gossip is teaching the "truth" is a notorious lie in the first place. Myths always portray a prominent factor in the life of a man, of an event, or of an hour in history. The story of Washington's hatchet emphasized a noble characteristic feature of his personality which accounts in large part for the part he played in American history, while the gossip about his selecting a dancing partner skilfully has no significance in estimating his masterful leadership in America's critical period.

The recent slanderous gossip about England's greatest statesman of the last hundred years indicates the trend of the spirit of those who would contaminate history with gossip.

Appreciating Dr. Lucy Wheelock

THE Alumnae Association of the Lucy Wheelock Kindergarten Training School has gone on record in ardent appreciation of the University of Vermont, which at its last commencement honored Lucy Wheelock with the honorary degree of Doctor of Letters. They are especially pleased with cameo of Professor Frederick Tupper, who conferred the degree in the name of Governing Board of the University:—

"Doctor of Letters: Lucy Wheelock of Boston, born at Cambridge, Vermont, daughter of a graduate of this University, founder and head of the Wheelock Kindergarten Training School, cherishing the precepts of Froebel and the traditions of Elizabeth Peabody, revered at home and honored abroad as a teacher of little children and their teachers, zealous champion of woman's work for women."

Highly Refreshing

PRESIDENT LOWELL of Harvard has struck a note that is greatly needed.

When has any one said anything more needed than this by President Lowell: "Credits for courses, as an equivalent or substitute for knowledge, are coming to be recognized as one of the gravest maladies in American education, for which the colleges, and even the graduate schools, are largely responsible. . . . The essence of a university is not the passing of courses with a degree based on credits obtained therein but the mastery of subjects."

Nation's Roots Are in Rural Life

By FRANK O. LOWDEN

Former Governor of Illinois

A HEALTHY rural community life is essential to any continuing civilization. Is the rural community breaking down in the United States? Many think so. I recall the country school of my early days. It was the centre of a genuine community life. The schoolhouse was a simple structure, plain and unadorned. But the country school itself was a different thing from what it is today. There were pupils enough in each district to make the school a vital thing. It was large enough to stimulate the group spirit. The school could feel a pride in its numbers and in its achievements. There were present all the elements required for the growth of a fine spirit of sportsmanship, both in the classes and upon the playground. And this spirit has been found indispensable to success among self-governing peoples. The schoolhouse, too, was something more than a mere educational centre. Spelling classes, arithmetic classes, and debating societies drew from the country-side for miles around not only the school children but the adults as well. How changed the country school of today!

The population in the school district, due largely to improved farm machinery, has steadily declined. A few years ago the State of Iowa enacted a law by which, when the number of pupils in any school district was reduced to five, the school should be closed and provision made for carrying those pupils to another school. Under that law five hundred schools in the State of Iowa alone have been closed. The country school, therefore, has lost its old vitality and its old importance in the life of the people. It is hard to make the school directors themselves believe that they need give much attention to so small a group. For the most part, the little schoolhouse which was once so dynamic a thing in the life of the community has fallen into neglect. It remains upon the hilltop as of yore. It too often, though, has an appearance of decrepitude and is usually a melancholy memorial of better days.

At the same time that the rural school has been undergoing this evolution, the schools in the towns and cities constantly have improved. Handsome and stately buildings have taken the place of the ruder structures of earlier years; the course of instruction has been greatly broadened; sanitation and recreation have been provided for. In other words, for a half century at least, the rural schools have been going backward, while town and city schools have been moving forward.

The old isolation of the farm in a sense has been broken down by the telephone, the automobile and the radio. Communication and interchange of visits between those who live in the country and those who live in the city are becoming more frequent all the time. The farmer knows how the city man lives. The farmer's wife knows the conveniences that the housewife in the city enjoys. The farmer and his wife and children know of the superiority of the city school over the country school. The time, therefore, has come when we must strive to equalize conditions of living upon the farm and in the towns and cities. We shall be unable much longer to maintain a double standard of living in the United States, as we have in recent years. If the inequalities which now exist shall continue we shall not much longer be able to keep the normal boys and girls upon the farm. The trek cityward is already under way. If it shall go on as rapidly as it has in the last five years, the next generation will witness a farm population largely composed of the physically and mentally unfit.

Educators have not been blind to this distressing contrast. In some sections of the country consolidated country schools have been established. These schools have marked a vast improvement in the life of the community, for farmers are as eager to give their children a good education as are those who live in the cities and towns. They have found, though, that the consolidated school, to be at all adequate, means a heavier tax burden than they can bear.

The National Education Association has been aware for years of the paralysis slowly creeping over the country school. It initiated the movement for the consolidated country school, but it found that the consolidated school could not be adopted generally until the farmer's income was increased. The representatives of this great association, therefore, undertook a study of American agriculture, with a view of learning if possible why it was that the farmer was unable to give his children as good an education as the children of city schools enjoyed. The conclusions form one of the most interesting chapters in the entire history of education of which I know. They delved into

the subject deeply. They studied not only the conditions surrounding the American farmer, but they went abroad to learn what lessons the farmers of other lands might teach. They found that where the farmers had organized themselves into co-operative marketing associations, there agriculture was in its best estate; there rural education was most advanced; there a finer community life had been evolved; there it was no longer difficult to keep desirable citizenship upon the farm. And so this great association resolved to bring to the children of America, through the public schools, the gospel of co-operation. A committee was created charged with the duty of preparing a course of instruction for the public schools, which should convey to the minds of the future citizens of the republic the spirit as well as the substance of the co-operative method in agriculture. It was a great and patriotic movement which this association initiated.

Organization is a most powerful factor in human progress. The economists as long ago as Adam Smith found in organization the key to industrial growth. Organization means the difference between the mob and a highly organized progressive society. The psychologists tell us that in an unorganized mass of men the primal instincts have full sway. Therefore, he who appeals most strongly to the passions of the unorganized mass influences them most. Reason, justice, mercy, all the finer qualities which civilization has evolved, are swept aside by the rising tide of the primitive passions of men. The voice of the scholar, of the humanitarian, of the moralist, and of the preacher, is drowned. Now, if we take this same unorganized mass and shall succeed in giving it thorough organization, the wisest and best men within it rise to positions of leadership. The result is that its conduct, instead of inclining to the plane of the lowest, will tend to rise to the level of the highest. Through organization only does progress come.

Everywhere else organization has been the dominant note of the last generation. Labor has availed itself of the power which organization gives. Industry has proceeded in the same direction. A few great corporations in every field have taken the place of innumerable smaller independent units scattered over the land. Not only are there fewer manufacturers relative to production in every line, but they in turn are organized into a great national body. The association thus formed meets at least once a year and considers questions of world supply and demand and other subjects of common interest to the industry. The great corporations which go to make up the industry therefore are able to plan the next year's operations intelligently and in a measure to adjust their production to the probable demand. From time to time they determine the price for their product, which remains until new conditions require a change. In agriculture alone have the methods of marketing made no improvement except as to the sale of those products which are not being marketed through co-operative commodity marketing associations. Indeed, while the farmer generally has retained his old methods, they have lost much of their original efficacy because of the tendence towards organization on the part of the purchasers of his product. The number of sellers has constantly increased, while the number of purchasers has as constantly decreased.

Agriculture, therefore, finds itself with its millions of members freely competing among themselves, while it is obliged to sell its products in a highly organized industrial and commercial world. Now if the farmers are to put themselves upon terms of equality with the great industries of the country they, too, must organize. It is not desirable that they should imitate the great industries, adopt the corporate form of organization, and operate their farms through corporate management. It would weaken our whole social structure if our millions of farmers were to surrender their independence in this way. Nor is it necessary. While much improved efficiency in production is still possible, farmers have made and are making constant progress in this respect. The problems which press hardest upon him today are concerned with the marketing of his products at a price which will enable him to live and to go on producing. For some years the price level of farm products has been below the general price level. The farmer must find some way to restore the right relationship between the prices he receives for his products and the prices he pays for other commodities. The farmer, too, must organize for the purpose of marketing his products.

Recently the National Industrial Conference Board has been making a study of the agricultural problem. That Board was created by the chief industries of the nation primarily for research on subjects directly affecting industry. Some time ago it resolved to depart from its usual path and to investigate the farm problem, for the Board recognized the vital relation of all industry to agriculture. Its preliminary report has just been made. The Board finds that:—

"Agriculture has been able to compete with other branches of our economic life for labor and capital only by virtue of consumption of its own basic capital and by virtue of the qualities of the farm population itself."

It concludes:—

"American agriculture is faced with the need

of adjusting itself through new forms of organization to the new system of economic life in which it finds itself today."

Co-operative farm marketing associations are no longer an experiment. In Denmark and Holland they have existed longest and perhaps have achieved their greatest success. In California the fruit growers for many years have been marketing their products through co-operative associations. There are innumerable other instances. Wherever co-operatives have been employed, there we find agriculture in its best estate. In those communities farms are better improved and are kept in a higher state of cultivation and repair. The rural school has made great progress; an air of thrift and prosperity is likely to abound; a better community spirit has evolved; the farm has more nearly approached the ideal requirements of a home.

And, therefore, the far-reaching consequences of this movement which you have inaugurated no man can estimate. It means the betterment of American agriculture. But it means more. It means the development of a finer rural citizenship; and in times of stress it is this citizenship upon which the nation must rely. The co-operative way in agriculture is not an easy one to attain. It requires the exercise of many virtues. I think these have been best catalogued by Professor E. C. Branson, of the University of North Carolina, in his book called "Farm Life Abroad":—

"Without the co-operative virtues of sagacity, faith in one's fellows, willing subordination to self-chosen authority, vigilance, loyalty and courage, a man would better stay out of a co-operative society, for it tests character more severely than any other mode of business, way of life, or form of civic enterprise yet devised by civilized man."

These are the virtues, however, which must be nourished and strengthened if self-governing nations are to survive. It happens, therefore, that while the teacher is instructing the boys and girls about co-operation he is also laying the foundations of a better citizenship. Experience has shown that only the educated farmer is qualified for membership in a co-operative society. It has been the opinion of our profoundest statesmen from the beginning that self-government can endure permanently only through an intelligent citizenship.

I am wondering if in this age in which material triumphs everywhere strike the eye and captivate the fancy, we are not losing faith in the value of an educated citizenship. I am wondering of we are not entertaining the notion just a little bit that this stupendous machine-made civilization of ours will go thundering on its way forever even though we deny the value of some of the things which our scholars and statesmen of earlier times thought vital.

The leaders in the co-operative movement are finding, too, more and more the need of strong local organizations. They are stressing this as never before. The ideal country school also tends to develop a closer community spirit.

And so a better type of rural education and farmers' co-operative societies go hand in hand. They re-enforce each other.

The progress and security of a nation depend largely upon the kind of people who live in the country. The cities may be more splendid and brilliant. They are more likely to attract the notice of visitors from far lands. They may have a more conspicuous place in the histories which men write. He, however, who would measure the soundness of a nation and predict its future will go out into the open country to learn what manner of men he there will find. A city may burn to ashes, and a more splendid one may arise upon its ruins; but when the soil from out of which the greatness of the city springs is once impoverished or the people living upon it reduced to penury, the city will vanish from the map of the world. History records a long line of great, splendid, metropolitan centres that enjoyed their brief day—brief as history measures time—and then disappeared forever because they neglected the country-side which has nourished them. This may have come about by the exhaustion of the soil. It may have been by the gradual impoverishment of those who till the soil. It does not matter. For the maintenance of the soil and the well-being of those who cultivate it are equally vital to any nation that would endure.

I am resolved that we shall never allow the material expansion of the university so to engage our attention as to cause us to forget the great spiritual inheritance which is ours. An ideal is a pattern idea. We shall take the noblest ideals that have ever been held for this university as the pattern for the university that is to be.

—President Marsh of Boston University.

The High Calling of the Principal

BY MARY McSKIMMON

President, N. E. A.

IF the National Education Association had done nothing else in the last five years except to awaken the elementary principal to study his own problems, to find out what his serious responsibilities and highest opportunities are, it would be worth to the education of the children of America all that the Association has received from all sources during this whole period. The elementary principal comes closest to the entire population of children to be taught and their teachers, of any one official concerned. We can point with pride to the progress we have made in the study of our own problems, for we have found out our own status, and our chief professional responsibilies—things entirely vague and undefined five years ago—and it is today our chief pride that this study was undertaken by no compulsion from without but rather from the self-determination of the group itself, as we came to recognize, of our own accord, the indefiniteness of our powers and the bewildering demands imposed upon us, and the lack of common agreement upon which to plan as the newly organized National Association began to draw us in large numbers to its great meetings.

Two years before our group began to organize itself for the study of its problems, a great spur to study our own problems came to us by W. C. Beavis' compelling article in the Elementary School Journal in December, 1918, entitled "The Duties of the Supervising Principals." To us most of the duties were traditional. To be sure new duties were often added by the higher authorities, but no one duty was ever taken away. For the first time as a group the elementary school principals applied themselves to weighing this serious list of scores of responsibilities that heretofore had been taken, as a matter of course, one after another like steps in a flight of stairs, equal in importance. Now we began to ask: "Are the things that devour our time equally valuable in this work of giving all the children of all the people the best in our power to give?" Long and earnestly we struggled to find their relative values, then we appealed to the superintendents and professors of education in the universities to study and weigh the relative merits of the clamoring and conflicting claims of priority of importance for the principal's time. Their points of view were interesting indeed. While the superintendents agreed that the principal should devote fifty per cent. of his time to supervision, the actual practice as observed by the university professors was that administrative duties and clerical work took together almost four times as many hours as was given to supervision. Supervision, nevertheless, came to its own place through this investigation—the objective of the efficient elementary school principal. How to organize his school so as to give the major portion of the school day to the improving of the learning by the children, through the improving of the teaching process, and then to define the status of the principal have been subjects of the most earnest study during the existence of our organization. What is our real job, and what are the powers delegated to us to accomplish it?

If the first task is supervision for improving the learning process, how does the efficient principal attain the end he has set for himself? The atmosphere in which he works is one peculiar to the school and is a miracle to the outside world, for it is in the land of hope, the children dwell forever in tomorrow; never, save under compulsion, in turning their heads over their shoulders to cast a glance at yesterday. In this stimulating atmosphere courage and cheer become the principal's daily comrades.

The principal knows that his real service to his school world consists in being an interpreter. It is only a matter of careful study under well-equipped authorities to find out how to give mental tests that shall measure the child's native ability to learn, but how to profit by the knowledge that he gains is not so simple a matter. He must know how to interpret the facts so as to make the right adjustments for the child. He must persuade the school boards to make provision for shifting the emphasis from the study of subject matter and method to the study of the nature and needs of the individual child. He may still have to allay the distrust of mental tests in the mind of the average parent. His work of adjusting the limited or the gifted child is growing simpler each year as more and more the grade teachers are studying the whole subject of testing both by mental and achievement tests in the courses now given in both summer and Saturday morning programs.

When the principal's supreme interest is the improving of the learning process, he soon finds it necessary to help his teachers improve their own teaching. This is the real test of his leadership. The superintendents' work of rebuilding the curriculum has been of inestimable

value to the principal. When this subject has been worth the most extended study that this leading educational body in our country has yet bestowed upon education, the helping of teachers keeping step with the advancing curriculum has a dignity of appeal far ahead of the old ways of evaluating these subjects by which we educate the children.

The salvaging of the gifted child is not a difficult task in this land where opportunity springs up overnight. There is always promotion possible, always opportunity for enriching his course by the materials giving new experiences and awakening that greatest reward for work, the joy of achievement. But it is just as fine an achievement to discover the gifted teacher, and one that has long waited accomplishment. The price that the really gifted genius among teachers pays for advancement is promotion to a position of administration where the children are robbed of her power to awaken, of enlarging their horizon. As Emerson says of such: "By simple living, by an illimitable soul, you inspire, you correct, you instruct, you raise, you embellish all. By your own act you teach the beholder how to do the practicable. According to the depth from which you draw your own life, such is the depth, not only of your strenuous effort, but of your manners and presence." You are all recalling at this moment just such a rarely gifted teacher that you have once known. Cannot this honorable group find some way to reward such service, and keep it for the healing of the world through its blessing to little children? Some means of real recognition that will enable the gifted teacher to grow in power till her achievement is as known and acclaimed as that of a great musician.

The efficient principal has learned how to make sure of professional growth for the whole faculty through the regular teachers' meetings. If the teachers are bored or unwilling participants, "The fault is not in our stars but in ourselves." Dr. Cubberley has neatly and completely charted this kind of enterprise, and it is a wholesome thing for us to take up his study of meetings with our teachers, and honestly face the danger of having to confess ourselves guilty of some of the worst types in not so remote a past as we might wish. We all know his bulletin-board-type where the notices and directions, wearying to exhaustion the already tired group, might just as well have been consigned to the kindly silence of the patient bulletin boards. Some of us know the grievance type—an apple sour as vinegar—where the time that should have been spent for professional growth and understanding of the finer things is snatched by a small group for the rehearsing of all the discouraging things in the whole profession, forgetting that the irritations of one condition of life are common to all and are what the poet calls:—

"Machinery just meant
To give the soul its bent
Try thee and turn thee forth sufficiently impressed

The principal has learned that neither the grievance type monopolized by the disaffected, nor the grumbling type expressive of his own dyspeptic hours, nor the routine that looks like real business, but is an easy way to keep up the appearance of progress without doing the hard delving for the hidden treasure that makes for true growth, is what the golden moments of the teachers' meeting should be spent for. Nor is the lecture-meeting where the principal mounts his favorite hobby and ambles along apparently at a great rate, but amounting to little more than giving his teachers brief period of troubled rest. Milton knew that kind of leadership when he said:—

"The hungry sheep look up and are not fed."

The really efficient elementary principal knows that this time beyond price devoted to conference or formal meeting is his golden opportunity to awaken the latent powers and professional devotion of the teachers in his school. It is he who must take the blame when his meetings are found dead and unprofitable to his teachers, exactly as they must assume the responsibility when their work falls cold and dead upon the children in their classrooms. There are no such opportunities that can come to the principal comparable to this experience by which he is continually being weighed in the balance.

The meeting worthy of a professionally-minded principal is a professional meeting—one carefully planned with real objectives, with common interest participated in with careful study by way of preparation by all, contributed by all, but always under the control of the master mind of the principal as leader. For it is he whose professional insight and wisdom must be the compelling force in making the meeting like a watered garden, a place and time for beautiful growth of power and skill and renewed courage and confidence. When tired, discouraged teachers leave these meetings rested and refreshed, the principal may know that he has met his great opportunity and takes with him the reward of the real victor which is the ability to do a harder and less promising piece of work with even greater victory the next time. And that is the happiest recompense that could come to him, for just around the corner of his career the new and greater difficulty is lying in wait. At a Washington women's club recently the meeting included a little prayer that seemed to me to belong to

teachers' meetings with a peculiar grip: "Keep us, O God, from pettiness; let us be large in thought, in word, in deed. Let us be done with fault-finding, and leave off self-seeking. May we never be hasty in judgment, and always generous. Let us take time for all things; make us to grow calm, serene, gentle. Teach us to put into action our better impulses straight-forward and unafraid; and, O Lord God, let us not forget to be kind."

The efficient elementary principal gets his real power through his touch with his community. He is a member of the church of his choice, men's clubs for social and political interests, the board of trade or chamber of commerce will welcome him if he is the real producer of human values that he should be. Anything that will get him and keep in touch with men, real, live ones, will be his salvation, for at times it seems as if his mind has broken from its moorings, for he seems to be in a world where fathers are no more. The Parent-Teacher organization is one of the greatest assets in America today to his profession, but after a few years he begins to wonder if the entire population of his school are the children of widows. Our entire profession is suffering today because those who earn the money for the taxes by which education is maintained are only very remotely interested in the education of their own children whose entire future life depends in large measure on what we are doing to these same children today. The principal must leave the walls of his own profession and all its activities if he is to get into touch with those whose ignorance of the aims and attitudes of education today is costing us so much. But if you want to know what contact—living, vital contact—with this world of men outside the school means, read President Ide Sargeant's splendid account of his Dr. Pearl in the Elementary Principals' Fourth Yearbook.

What is the test of the efficient principal? Is not the test what it has been from the beginning, the imperishable part of the product? Those immaterial things which, stronger than steel, more enduring than adamant, inform the mind and soul of those in whom he lives to create. For he is a creator, not merely the builder, nor the discoverer, nor even the interpreter. For it is through his touch on the plastic life of his school that the miracle of the inner life takes place.

Heard from Various Platforms

ABSTRACTS FROM SIGNIFICANT ADDRESSES DELIVERED AT THE RECENT MEETING OF THE DEPARTMENT OF SUPERINTENDENCE, N. E. A., IN WASHINGTON, D.C.

Put Pupil Ahead of Machinery

BY DAVID B. CORSON
Superintendent, Newark, New Jersey

THE increase in the size of schools in our great cities magnifies the mechanical features of administration. Great numbers of pupils under one principal are common, and few protests are heard of the danger of real education. Construction and operating costs are saved, but the mechanized organization and management do not contribute to the welfare of the children. The machinery tends to crush the personality of the pupil and to make him conform to a well-defined type of submissive, closely adjusted, and mechanically managed individual. A co-operative and interested child is quite different from the human school machines which over-mechanized schools are apt to develop.

It is a quantitative and not a qualitative education that we are encouraging pupils to obtain. There is not, under such conditions, the love and joy in achievement that ought to exist. Mechanized schools and the quantitative measurements generally used influence children differently. The majority withstand the rigors of the system, but a large minority become discouraged and fail. These failures cause unfriendly criticism of the schools. Are the schools failing? No; only with these children. Are the children educable? Yes, even the mental defectives are trainable, and the physically handicapped educable. The explanation appears to be that conditions cause us to accept failure complacently, as a necessary evil, and to acquiesce in it. There must be a reversal, particularly in the elementary schools where are the great mass of the children. There must not be failures but adjustments of schools, of curricula, of procedure. Particularly, there is needed a more vital and more personal interest which shall submerge the mechanical so long prominent and influential.

As long as introspective psychology gripped us we were weak in our practical use of its findings, but now that we are taking account of

the behavior of children and reasoning about it, there seems to be cause for encouragement. There are several significant facts which indicate that we are passing out of the sign of the mechanical into the constellation of the psychological.

It is acknowledged that children have different capacities, but our practices hitherto have been in accord only partially with this truth. We now agree that they should be classified for work in homogeneous groups according to their ability. This does not necessarily imply the acceleration of the bright children, nor the retardation of the slow. It does mean the adjustment of work in quantity and quality to the abilities of the children, so that the organization of the school shall not be a handicap in their education.

The children in their games have the greatest opportunity for the exercise of their powers that is afforded in the school curriculum. In sports there is constantly a necessity to make quick decisions of real importance in winning the game. The pupil is responsible to his mates. The urge for his utmost exertion is great. All his powers are on the *qui vive*. He wants to succeed. The motivation is tremendous. The value of this is readily acknowledged and cannot be too strongly commended.

Religious Education

BY CHARLES S. MEEK
Superintendent of Schools, Toledo, Ohio

IS there any reason why this simple thing known as religion, so essential, so fundamental for an appreciation of history, of culture, of statesmanship, of citizenship should not be taught in the public schools?

Out of the controversies concerning what Jesus intended to teach have grown such great events as the Crusades, the Saracen invasions, the Reformation, the origin and development of modern European states, the struggles for liberty conducted by the Swedes, the Dutch, the Huguenot, the Puritan. All the spiritual and physical contests of mediaeval Europe have centred around what man contends Jesus intended to teach. Inspired by the zest of partisanship in that contest or by a desire to escape its horrors peoples of all nations migrated in small bands to America. In race and creed, therefore, we represent the map of Europe, in all its varieties.

With the flame of the ages, religious zeal and sectarian partisanship still burning at white heat in their breasts these people decided to pool their political interests and to co-operate in creating and maintaining one political state, but they never agreed to compromise or to surrender one iota of their diverse religious faiths. Thus "No union of Church and State" has become a political slogan of the American Commonwealth. All those who conduct any branch of public service have had forever dinning in their ears the cry, "Keep your hands off all which relates to religion."

Boards of Education and superintendents have had adverse reactions from patrons every time they have made any attempt to conduct religious education in the schools. In order to get the attitude of superintendents on this question, I sent out a questionnaire to the superinendents of the larger cities, and received one hundred and ninety-seven replies. To the question, "Would you approve the reading of the Bible in the public schools without comment?" about eighty-six per cent. approved and fourteen per cent. disapproved.

To the question, "Would you approve a program of religious education for public school children conducted by the regular teachers as are the other subjects of the curriculum?" eighty per cent. of the superintendents were unwilling that the schools shall attempt to teach religion. Most of these superintendents who voted negatively are not irreligious, they are Christians—but they are compelled to heed the mandate of the invisible government—public opinion—which insists that religious instruction is a responsibility not of the schools but of the church and the home.

To learn the attitude of the leaders of the church the questionnaire was submitted to the ministers of three of the Protestant denominations throughout the nation. Only the pastors of the larger denominations were questioned on the assumption that they would be the more thoughtful and the more liberal.

To the question, "Do you approve the reading of the Bible in the public schools without comment?" seventy-five per cent. of the ministers of Protestant denominations were unwilling for the teachers in the public schools to interpret the scriptures for the children.

To the question, "Would you approve a program of religious education for the children conducted as are the other subjects in the curriculum?" four hundred and fifty of the ministers answered "No," while only one hundred and eleven voted "Yes." Eighty per cent. of the pastors of the larger churches in three Protestant denominations are now opposed to committing religious instruction to the public schools. It may be assumed that a larger majority of the Catholics and the Jews would be opposed to the program.

One very interesting result of the study was that a very decided majority of both superintendents and ministers are willing that the Bible shall be read in the schools, but almost

as great a majority of superintendents and ministers are unwilling that religion shall be taught in the schools.

Elementary Principal as Leader

BY FRANK W. WRIGHT
State Department of Education, Massachusetts

THE time has come when the elementary school principalship should be looked upon as a career, with definite preparation and experience pre-requisite to its being entered upon.

The best leadership of the principal is found in real leadership for his pupils. In character, scholarship, and personality, worthy of emulation, he will find his greatest reward in exemplifying to his pupils all that is best in life and in guiding the thought and action of the hundreds of youth who rightly look to him for guidance.

Beyond question, the most important duty of the elementary school principal is the leadership of his teachers in the fundamental task of the schools, good teaching. Schools succeed or fail in terms of the quality of instruction given in the classrooms. No amount of well-kept office records and highly efficient building organization will compensate for the neglected leadership of teachers in the classroom.

Numerically, the elementary school principalship greatly exceeds the other recognized administrative groups. Approximately 6,500 persons serve in the capacity of superintendents of public schools in this country; 19,000 hold the office of high school principal; while the elementary school principals include at least 50,000 persons.

If the elementary school principalship is to attract and hold persons capable of furnishing the leadership desired, there must be a frank recognition on the part of the public and responsible administrative authorities that standards of remuneration must be elevated.

Barring the Undesirables

By BENJAMIN R. SIMPSON
Cleveland School of Education

IF we are to have good teachers for our children in the elementary schools, we must learn to pick out and train the right people. This implies that we must induce a surplus of applicants to apply for admission to our Teacher-Training Schools, from whom we may select the most desirable.

At the Cleveland School of Education none are admitted as prospective teachers unless (1) they are in the upper half of their high school class in both scholarship and in personality when they graduate from high school; or (2) they secure a high grade in an entrance examination consisting of intelligence tests, and of language tests showing that they have a good command of the English language.

Having passed these entrance requirements, they must still maintain high standards in both scholarship and in personality during the teacher-training course in order to be graduated and certified as teachers. We believe that it is of the greatest importance to secure as teachers persons who are of high quality from the standpoint of personality. In order to do this we make development of personality a very definite part of the work of teacher-training. No one is allowed to graduate unless she measures up in a way satisfactory to the faculty in this respect.

In order that both students and faculty may be clear as to what is expected in the way of personality traits, a personality chart has been made out and put into the hands of the students. This illustrates specifically just what personality traits have been found to be most important for the teacher to possess.

Students who need help in analyzing their own shortcomings in personality, are expected to consult the member of the faculty in charge of personality development. It is his business to help them to see themselves as others see them, and to show them how to develop those desirable traits which they have not yet developed to satisfactory degree. Timidity and lack of confidence may greatly weaken the whole personality; yet if the proper means are taken, this handicap may be overcome in a comparatively short time.

Ten Points for Principals

BY ROSS N. YOUNG
High School, Minneapolis

THE high school principal must be able to use the educational microscope. Facts, not forensics; evidence, not bias, must guide him.

The principal must objectify his school. Principal, teachers, students must work to attain the objectives of the school. This means correlation, co-operation, organization. The principal must have teachers whom he can trust to carry out his policies. It is important that he have teachers who have the modern and scientific attitude, who are unafraid of work, and who are congenial and loyal.

The principal should issue professional bulletins which give the school policies and references to educational progress. He should encourage professional reading.

The principal should encourage membership

in professional organizations and attendance at professional meetings. He should encourage inter-visitation.

The principal should hold few teachers' meetings, frequent group meetings, and numerous conferences. He should arrange demonstration lessons by superior teachers. Above all he, himself, should give demonstration lessons.

The principal should allow freedom of method. Agreement on objectives and attainment of results are the important criteria. He should point out methods of obtaining objectives in the most economical and efficient manner. The principal should place emphasis on the product. We have too much talk about what we are going to do, and how we do it. The American high school must place its entire emphasis on product, the attainment of objectives.

The principal must have a program of objective informal and standard testing. There must be objective evidence as to the realization of the product. He should privately take up less than satisfactory results and publicly acknowledge superior results.

The Power of Suggestion

BY ARMAND R. MILLER

St. Louis

INCALCULABLE harm may be done by giving children paralyzing "inferiority complexes."

The last word has not been said on the nature of intelligence, its measurement and its relation to success and happiness. Many other factors are of great importance, such as faith and confidence. Ability in any line grows astoundingly with practice, and it takes a good deal of assurance to tell a person that he cannot possibly do this or that. Dynamic faith and optimism can accomplish the seemingly impossible. This is not an argument against helping a child to find a line of effort in which he is most likely to succeed.

The greatest care is necessary in the handling of discipline cases. The most troublesome pupils are often the most highly suggestible and dire predictions of "going to the dogs," classification as "loafer," "absolutely no account," etc., are almost criminal. Parent and teacher must never express complete loss of hope and confidence.

There is a great deal of harmful suggestion involved in our traditional method of promoting by groups. A certain amount of success is necessary for the integration of the personality. The mass recitation, as such, will probably be replaced by the so-called "laboratory method," permitting individual progress.

Suggestion is the most important function of the teacher. No revision of curriculum and courses of study will prove a panacea for all the ills of teaching. The personality and character of the teacher, acting by suggestion on the pupil, will always be paramount.

Beautiful school buildings and surroundings are justified by their effect in the way of suggestion. Works of art should be abundantly supplied as their influence is inevitable.

Art Is for All

BY HARRIET SARTAIN

Dean, Philadelphia School of Design for Women

RECENT scholarly investigations into the failure of higher education to check the crime waves of the present day show that educators have begun to appreciate the importance of a balanced development in the human being.

Definite training in the appreciation of beauty, if it is to function properly in the advancement of human happiness, must be considered as a vital part in the normal training of a child and not reserved for the talented few, or considered merely as an accomplishment for leisure hours.

Human happiness is undeniably enhanced by our ability to see the beauty or the best in the ordinary. Art training should do this; and if it does not, it is time to consider why. We must not allow education to become so one-sided that we are unfitted to appreciate intelligently the varied opportunities presented by modern civilization and culture.

The teaching of drawing or painting or craftwork may be merely manual or vocational and not necessarily be art training; for art training should include the highest possible development of the mental, moral and emotional nature. Through art properly correlated with other studies, usually considered practical, we can form citizens of the higher type.

The original conception of the principalship was that it merely added to the duties of the senior teacher of the school certain items of management, such as care of the general discipline of the building and care of supplies. The time has long since passed, however, when this simple conception of the principalship can be accepted. The principal of today has duties which cannot be classified as those of a senior teacher. He or she should be prepared to make studies of the community, of the pupils, and of the teachers. Studies of this type are necessary if a school is to be kept abreast of the forward movement in education. The principal should be a leader in the reconstruction of the curriculum and in the development of a larger program of activities for pupils.—Charles H. Judd.

He Had Almost Forgotten

BY MERLE HAWLEY

Boston

A YOUNG man guarded the outer office of Edward Parker, better known to his employees and associates as "The Chief." This young man's attention must have been distracted for a moment, as Mrs. Alicia Grant was allowed to pass through unnoticed; past the outer gate and into the private office, where a number of men were seated around a long oval table, each considering the papers in his hand. At the head of the table, busily engaged with his own papers, was the president of one of the largest corporations in the state. All was quiet except for the rustle of the papers. Suddenly the man at the head of the table looked up, and seeing Mrs. Grant, said:—

"How did you get in here, and what do you want?"

Mrs. Grant smilingly answered: "I came right through your office without any trouble, and as you are the man I want to see, I opened the door bearing your name, and here I am." By this time every man was looking at the person who had dared to do this unprecedented thing—enter "The Chief's" office unannounced.

"Now that you are here, what do you want?" said the president.

"I want to revive your memory," said Mrs. Grant, "as well as to get your endorsement and support for one of the most important and valuable educational movements in this country."

"I am always helping some cause or other," said the president, a little sharply. "Madam, I must ask you to retire from this room, as this is an important conference and our time is valuable. You may leave your address and state your business to my secretary, in the outer office." And the man turned his attention to the papers before him.

Instead of leaving the room, Mrs. Grant stepped forward, drew herself up, so that the men at the table thought she seemed taller. She struck the table sharply with a small, thin book she had in her hand, and in a clear, firm tone of voice said: "Edward Parker, give me your attention."

The man in the president's chair started involuntarily, sat up a little straighter, and looked directly into Mrs. Grant's eyes for a moment, then realizing where he was, and almost immediately recognizing in Mrs. Grant one of his teachers of grammar school days, and the same tone of voice which he had heard many times. He laughed, and explained to the men at the table that he now recognized the lady, and introduced her as his friend and teacher of boyhood days.

As he rose to shake hands with her, she said: "Edward Parker, I have written and telephoned to this office, but have not been able to reach you personally, which has been a disappointment to me, because I felt sure that if I could get your attention (as of old), I could interest you in the work which is so close to my heart, that is—the training of the youth of today in the principles of justice, kindness and mercy, to all living things. Do you not remember a promise you made when you were in my classes, in regard to this subject?"

"I think I do," said Mr. Parker, and after a moment's hesitation, he repeated the Band of Mercy Pledge, learned so many years ago: "I will try to be kind to all living creatures, and try to protect them from cruel usage." One of the men at the table said: "I remember that." "I do, too," said another. "So do I," said a third.

"All right," said Mrs. Grant, "since so many remember it, let's all say it together."

As one man, the twelve rose to their feet and together repeated the simple pledge learned in school so many years ago.

Mrs. Grant was soon seated, and invited to tell her story; in spite of the important conference and the lack of time, mentioned by the president. She told these busy men of the work of groups of devoted men and women in different parts of the country, who were doing so much to further the cause of humane education. She told of efforts made to have humane education laws passed in different states; of efforts to enforce such laws where they already existed (as in twenty-three states). Laws which, if enforced, would make this teaching as much a part of the regular schoolroom work as reading, writing and arithmetic; of its importance in the training of our boys and girls; its influence upon their lives, their conduct, etc., etc.

She explained to these men, that in order to overcome cruelty we must, in the schools today, inculcate in the mind of the child the principles of kindness to every living creature. We must awaken in the minds of our future distinguished citizens (as well as our future criminals), the desire to be kind. We must encourage them in the habits of kind treatment toward all helpless creatures. In other words, we must train our coming generations in the principles of justice, mercy and fair play

for all living things, through the teaching of humaneness in the schools.

In her own way she told of the great need of this education of the heart—as from the heart come the good and bad impulses of all human beings. When such impulses are guided and the minds of our youth filled so full of good, noble and constructive thoughts; thoughts of kindness, mercy and justice, there is little room for thoughts of a cruel or destructive nature. When this guidance is exercised, then and only then, can we hope to crowd out and eradicate cruelty and crime.

She went on to tell them that while there has been a steady increase in the growth of humane education all through the United States and its possessions, there is much more to be done, and it is the vital and important duty of each of us to do what we can to make this teaching a part of the regular school work in our country.

This and much more did Mrs. Grant tell her small audience, now deeply interested in what she had to say to them. She suddenly realized, however, that she had taken a great deal of their time, began to apologize, and prepared to take her leave of these men who had been so courteous to her.

She did not leave the office, however, until each man had clasped her hand and promised to do all he could to forward the humane cause in his state, and to try to carry out the promise, made as a boy, to be kind to all living creatures and to protect them from cruel usage. Mrs. Grant smiled appreciatively and said good-bye to the men who in the world of business were called "big," and she knew by their interest and help later on, that they were indeed "big," in the true sense of the word.

There may be other women of Mrs. Grant's type and all may not be able to get the attention of the boys (now men) who made such promises years ago, but it is to be hoped that the boys and girls in the schools today who make such a promise will do the best they can to live up to it; try to prevent all forms of cruelty; be kind to the aged, the helpless and weak, whether human beings or animals. If our boys and girls would only do this the so-called "crime wave" would be forgotten, and the spirit of kindness and good-will would encircle the world.

What Is it All About?

BY E. C. HARTWELL

Superintendent, Buffalo, N. Y.

RECENTLY I picked up a book written by a former Oxford don, which began with these words: "For fifty years I have been a teacher. I am now retired and am spending the remainder of my life wondering what it is all about."

Is it possible that some of us may hold our positions long enough to have a similar experience? Year after year we gather at these great conventions to listen to the doctors and hear grave argument. It was seventeen years ago that I attended my first national superintendents' meeting. An enthusiastic speaker told us that the educational methods of our penal institutions were so far superior to those of our schools that many boys were deliberately becoming criminals in order to take advantage of them. I was greatly surprised and disturbed at this. The next year I heard that ninety per cent. of our crime was due to the study of algebra. As a boy I had always disliked algebra, but never before had realized the reason. The year following, a national figure from one of our great universities prophesied that we should shortly burn up our desks, destroy the textbooks, and cast the course of study into outer darkness. I knew very well what my board of education would say to this. For the next ten years annually one or more of our convention speakers continued to denounce what we were doing.

During the same decade we coquetted with simplified spelling and military training. One year we socialized, another we standardized, and still another we motivated. We spent a good deal of time and money in surveys. We have issued ringing resolutions on pretty nearly everything under the sun. I have even known young and inexperienced men to go home from these conventions and actually attempt to reorganize their schools in harmony with the theories advanced by some of our prominent speakers, only to learn later from these same speakers that they had not meant their theories to be taken seriously. They were designed merely for stimulus. The public had a right to wonder what it was all about.

Now, the fact is that our membership has a far better understanding of what it is all about than some of our platform utterances would sometimes indicate. If this convention were asked to answer the question in seven

minutes, the result might read something like this:—

We believe that the fundamental purposes of the public schools of today are essentially what they always have been—to train the pupil for character and for citizenship, to stimulate a zeal for knowledge, to develop the power to think clearly, and properly to lay the foundation of an education. We believe that the ideal system of public education will give to every boy and girl a sound, vigorous body, an intelligent understanding of the laws of health, high ideals of useful service and the capacity to render it. It will inculcate in these boys and girls habits of reverence, honesty, thrift, industry and fidelity in the discharge of responsibility. It will develop a generation of citizens with an intelligent understanding of their peace-time obligations to the city, the state and the country in which they live. It will develop an ideal of democracy clearly distinguished from disorder and a thorough comprehension of the theory of a representative government. It will give to its graduates a capacity for enjoyment which is innocent, elevating and refining. It will produce attitudes of mind indispensable to the intelligent and pleasurable use of leisure time. It will emphasize in every possible way the importance of worthy home membership. We believe that the attainment of these objectives would represent very nearly an ideal system of education, and that "if in reaching for the stars we have learned the shortness of our arms," there is much in the way of progress of which we have a right to be proud.

In spite of the prevailing note of criticism, we have an ever-increasing measure of public confidence and support. In communities where from thirty to sixty per cent. of all local taxes goes to the schools, there is obvious progress in securing recognition of the importance of educational service. We have more teachers with training for their work than ever before in the history of the country. Wherever possible we have substituted scientific measurement for mere opinion. We know that the accomplishment of our children in reading, writing, spelling and computation grows better all the while. We believe in our boys and girls. We believe in what we are trying to accomplish, and we know better than anyone else how far short we fall from our high ideals. We wish that, as superintendents, our capacity for wise educational leadership might be greatly quickened and increased. We wish we might have more time to exercise it and that less of our energy were consumed with building programs, budgets and legislation. We wish we could greatly increase the number of teachers who realize that it is more important to teach boys and girls than it is to teach subjects—teachers who are more concerned with what a boy reads than with how rapidly he reads it, teachers who recognize that a right attitude of mind in a graduate is infinitely more important than the successful passing of examinations. There is no substitute in methods, organization, money or equipment for this kind of a teacher. Without her our labor is vain.

And, finally, we hope that none of us will come down to the sunset of life with harassing doubts as to the course we have run. We are doing our best to know what it is all about.

The Set of the Sail

By Annie Johnson Flint

I stood on the shore beside the sea;
The wind from the west blew fresh and free,
While past the rocks at the harbor mouth
The ships went north and the ships went south,
And some sailed out on an unknown quest,
And some sailed in to the harbor's rest,
Yet ever the wind blew out of the west.

I said to one who had sailed the sea
That this was a marvel unto me;
For how can the ships go safely forth,
Some to the south and some to the north,
Far out to sea on their golden quest,
Or into the harbor's calm and rest,
And ever the wind blow out of the west?

The sailor smiled as he answered me,
"Go where you will when you're on the sea,
Though head winds baffle and plans delay,
You can keep the course by night and day,
Drive with the breeze or against the gale;
It will not matter what winds prevail,
For all depends on the set of the sail."

Voyager soul on the sea of life,
O'er waves of sorrow and sin and strife,
When fogs bewilder and foes betray,
Steer straight on your course from day to day;
Though unseen currents run deep and swift,
Where rocks are hidden and sand bars shift,
All helpless and aimless, you need not drift.

Oh, set your sail to the heavenly gale
And then no matter what winds prevail,
No reef shall wreck you, no calm delay:
No mist shall hinder, no storm shall stay;
Though far you wander and long you roam
Through salt sea-spray and o'er white seafoam,
No wind that can blow but shall speed you home.

—Industrial Peace.

Personal and Professional

FRANK P. MORSE, Massachusetts State supervisor of secondary education, is rendering exceptional service by familiarizing himself with all vital conditions in the high schools of the state, frequently disturbing the complacency of the conventionalists, who are highly contented over the fact that Massachusetts was first in so many educational and literary adventures. For instance, Massachusetts led all other states in the introduction of public libraries and school libraries, but today out of sixty-six high schools of more than five hundred students only twelve meet the minimum requirement of two thousand well selected books. He prophesies that world history and the problems of world democracy will be universally taught in high schools in the near future.

ELMER ELLSWORTH BROWN, chancellor of New York University, announces a two-million-dollar School of Commerce building. This school is already the largest in the United States, with a faculty of two hundred, and an enrollment of several thousand students. It will be a building of eleven stories, occupying an entire block, near the main building in Washington Square. It will be ready for occupancy next September. This, with the three-million-dollar education building near by, will make this university, with its main buildings in lower New York, one of America's outstanding educational equipments. This university is also leading the world in its department of aeronautics, thanks to the benevolence of Mr. Guggenheim. John W. Withers, dean of the School of Education, is largely responsible for all these notable departments in the School of Education.

KATHERINE DEVEREUX BLAKE, who has been a New York City teacher for fifty years, and since 1894 principal of Public School No. 6, named for her mother, Mrs. Lillie Devereux Blake, a prominent pioneer in suffrage and other public reform movements, has sailed for Europe, but will return to her principalship in September. The banquet in her honor at the New Willard Hotel on February 22 was one of the events of the Washington meeting.

J. STANLEY DURKEE, president of Howard University, Washington, D.C., accepts the pastorate of Plymouth Congregational Church, Brooklyn, which Henry Ward Beecher made world famous.

ALEXANDER GRAHAM, superintendent emeritus, Charlotte, North Carolina, is on a retired salary of $2,000, and the rent of a fine residence free. Does any other city provide so amply for a retired superintendent as Charlotte has provided for Dr. Graham for thirteen years, and will provide for him for the remainder of his life?

But Alexander Graham is no ordinary man. He was superintendent for twenty-seven years, and was never itching for a "call" to some other city or state office, and his service to the city and state was most extraordinary. He was a forerunner of Governor Aycock, Dr. E. A. Alderman, Walter Hines Page, and Philander P. Claxton, just far enough ahead of them not to receive the public applause that came to them. He went to Columbia University in the 'sixties, and graduated from the Law School, and practiced law in Charlotte for a time, always boosting public education, and when Charlotte was in germ he took the schools in hand and did a lion's share in making it a city of famous educational ideals. It is no wonder that the city honors him as no other city of which we know is honoring its retired superintendent.

ALBERT H. FROEMMING, West Allis, Wisconsin, had a "Character Training Edition" of the school paper, a twelve-page double-column paper. It was the result of the eighth grade's project of "Training for Citizenship Through Character Development." The material was written and arranged by an eighth grade class, and demonstrated noble devotion to character and country. They insist that love of country must fruit from worthy personal character in order to signify good citizenship. They say that it is futile to attempt to secure character-citizenship incidentally and haphazardly. There must be participation and not mere precept.

E. P. WILSON, Chadron, Nebraska, State Teachers College, reporting for Farm Bureau Federation of Nebraska on rural education, presents an effective appeal for competent county supervision. The county supervisor should have ample assistants so that his time can be almost wholly given to the schools and their teachers.

SAMUEL SMITH was recently re-elected for his fourth term as superintendent of schools of Selby, South Dakota.

DR. WILLIAM H. ALLEN, New York City, Institute for Public Service, in his vigorous address at the Washington meeting magnified the value of attracting public attention to what is really being done as distinct from talking about what some one thinks should be done.

Shorthand Tests by Radio

AMERICA, Mexico, France, Spain—and now England—join the nations who have utilized the radio in the interest of the shorthand profession in their respective countries. The New York Association of Gregg Shorthand Teachers first gave broadcasting its proper place as a co-operative instrument when in 1923 this body, in co-operation with representatives from the Board of Education, New York City, conducted a contest in the city schools by this means. The response was adequate and worth the effort. Radio outfits were set up in the various high schools and the dictation given. Credit for this initial contest goes to Fred Siegel, of the Haaren High School.

The following year again saw this association conducting a radio contest, this time with a wider application, including stenographers in the city. Later this was developed to include students, teachers, stenographers and all those interested in the "lithe and noble art," within the metropolitan area and outside of it.

The development of the radio in the other countries has been diversified. In Mexico it took shape of a lecture fostered by the Secretary of Public Instruction. Senor B. Sanchez de Tagle delivered his address, "Shorthand in Mexico and the Gregg System," over the air. France listened in to a series of lessons by the French Society of Stenographers. Spain is giving a series of lessons in "Taquigrafia Gregg," with a view to stimulating interest in the stenographic art.

On February 8 the New York City Gregg Shorthand Teachers' Association caused to be given dictation at 80, 100 and 120 words a minute, each speed for the duration of three minutes. Charles Lee Swem, twice world's shorthand champion, read. New York, Connecticut, New Jersey, Delaware, Maryland, Pennsylvania, and New Hampshire were represented in the transcripts that were submitted. Miss Susan M. Loomis was checker, and A. A. Bowle held the stop-watch. No errors in dictation and no deviation in time!

Albert G. Belding, supervisor of commercial subjects in the High Schools of New York City, gave a most interesting and inspiring address, endorsing the use of the radio as a means of increasing shorthand writing power.

Safety education, particularly because of the automobile hazard, is one of these new educational necessities. At least one-half of the 20,000 children of school age now killed by accident each year can be saved by such teaching, teaching which furthermore has genuine educational value.—Albert W. Whitney, New York City.

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HORSFORD'S ACID PHOSPHATE

TREND OF THE TIMES

Father of President Dies In Vermont

Colonel John C. Coolidge, father of the President of the United States, died at his home in Plymouth, Vt., March 18, while his son was rushing northward from Washington by special train. President Coolidge, accompanied by Mrs. Coolidge and their son John, arrived at the Plymouth homestead the following morning. Simple funeral services were held in the farmhouse. This was the second death in the President's family within two years, the first being that of Calvin Coolidge, Jr. The President had been in constant touch with his father's physician, getting reports regularly over long distance telephone. On March 31 Colonel Coolidge would have been eighty-one years old. When his son first became President Colonel Coolidge declined to live in Washington, although he visited the President at the White House later and attended his inauguration for an elective term on March 4, 1925.

Bootleggers and Bandits Now Boys' Heroes

The heroes of the Chicago boys of today are more likely to be Terry Druggan or Mike Genna, noted gunmen, than George Washington or Abraham Lincoln, according to a report by Charles H. English, supervisor of recreation of the Chicago Board of Education. Where the youth of yesteryear played "Indian and cowboy," the youth of today, Mr. English said, goes in for "bootlegger and hi-jacker." The Chicago boy's idea is still to learn how to shoot, but he does it by imitating the gunman and the baby bandit. The girls, Mr. English finds, imitate the dress and manners of the screen "vamp."

Territories Asking Political Grants

The territories belonging to the United States are demanding from Congress some form of political concession. For the first time citizens of the Virgin islands came this year before a committee of Congress to picture restlessness in the islands and ask for reorganization of the island government. The delegates to Congress from Hawaii and Alaska have introduced bills to give their respective electorates the power to choose their own governor-generals. In addition Hawaii wants a readjustment of the immigration laws as applied to Hawaiians of Oriental extraction. The Porto Ricans now seem to have put aside the idea of independence, so intense two years ago, and are asking for the privilege of electing their own governor from 1932 on, with statehood as their goal. Many influential groups in the Philippines, on the other hand, are as ardent as ever for independence.

Another "Unknown" Element Discovered

The discovery of one of the five unknown, but supposedly existing elements which make up all known compounds has been accomplished after twenty years of research in the "rare earth" group of the chemical field. The discovery, the first of the kind ever made in America, was announced by the University of Illinois as the work of Dr. B. S. Hopkins, professor of inorganic chemistry, assisted by L. F. Yntema and J. A. Harris of the chemistry staff. The new element is known as number 61. No name has ever been suggested for it. In the list of 92 known and unknown elements on the earth, a place was saved for an unknown element between number 60, neodymium, and number 62, samarium. Previously, the newest element was hafnium, discovery of which was announced in Copenhagen in 1923. That announcement created great interest, but the element has remained comparatively little known. Helium is the youngest familiar element.

Britain Has Officer For Air Traffic

At Croydon, the great English air station, are the beginnings of a system that will, without doubt, spread in every direction as commercial air traffic increases in volume. A control tower contains a traffic officer checking the air traffic on any air route within the British area. His position reports enable him to know from minute to minute the actual position of any machine in flight, and beside him is a wireless operator. The traffic officer is therefore able to supply information to any pilot who may need navigation assistance.

Nippon Shipyards To Be Reimbursed

Those shipbuilding plants of Japan which lost contracts through the enactment of the Washington naval agreements, preventing the construction of capital ships for ten years, will be reimbursed to the extent of $11,000,000 gold if the Diet passes the bill recently presented that bears the endorsement of the navy department. The shipbuilders have been claiming damages ever since the ratification of the naval disarmament plan and the navy department has been promising its aid, but this is the first time the navy has felt that the Japanese treasure could stand the strain. Seven dockyards are claiming portions of the indemnity.

Chapman Loses Appeal To Highest Court

Gerald Chapman's last appeal to avert execution in Connecticut for the murder of a policeman was lost through a decision of the United States Supreme Court declining to review the decree of the lower federal tribunal. The Federal District Court of Connecticut and the United States Court of Appeals both held that Chapman's previous sentence for a federal offence did not constitute a bar to his execution under a state law for murder.

River Jordan To be Harnessed

The Ruthenberg scheme to harness the River Jordan in Palestine for production of electric power and irrigation of the Jordan valley, was recently concluded when the British High Commissioner, Lord Plumer, signed a £2,000,000 concession. This document is a renewal, under changed conditions, of the original Ruthenberg agreement, which expired in 1923. The Ruthenberg company is financed by the Rothschild interests of Paris and a group of Jewish capitalists in America and England.

France Reopens Debt Parley

Ambassador Beranger, newly appointed French envoy to the United States, has reopened discussions with Secretary Mellon on the subject of France's $4,000,000,000 war debt. Although details of the negotiations were not obtainable at the time, it was disclosed that Secretary Mellon had advised President Coolidge that settlement of the French debt hinged to some extent upon the action of Congress on the Italian agreement. French negotiations would not be hastened until the Senate acted on the pending debt pacts. The French debt is the largest remaining to be settled. Several ineffectual efforts to make a funding agreement have taken place since the close of the war.

Cost of Running The United States

Government cost the American people $10,252,000,000 in 1924, the expenditure covering Federal, state and local government costs and also including capital outlays, according to the National Industrial Conference Board's survey of the cost of government in the United States. The 1924 total is compared by the board with that of 1913, which was $2,919,000,000. Expenditures in 1924, according to the Conference Board, show a 1.1 per cent. increase over those of 1923, which totaled $10,145,000,000, and were three and a half times as high as in the last year before the war. While there was a decrease of $385,000,000, or of 10.6 per cent. in the expenditures of the Federal government in 1924, state and local governments increased their outlay by $492,000,000, or 7.6 per cent., leaving a net increase of $107,000,000 in total governmental expenditures.

Average Income Of Harvard Graduates

The income of the average Harvard graduate is estimated at $357 per week. Of this the average Harvard graduate earns $140 and makes the other $217 through returns on his investments. These figures and many others were made public in the Harvard Alumni Bulletin. The Bulletin picked out 454 subscribers at random and obtained these statistics in regard to them. The average age of these men who take in $357 per week is 42.3 years. Of this group, 369 own automobiles and 65 do not. The 369 auto owners own 493 cars. A total of 294 own their homes, while 133 pay rent. Of the 454 men questioned, 379 are married and they have a total of 793 children. In regard to professions lawyers are the most numerous, although they had only a slight advantage over manufacturers, teachers and physicians.

Night Work For Women Banned

A bill that prohibits women working nights has passed the New Jersey Senate. The no-night-work-for-women bill forbids the employment of women in manufacturing establishments, bakeries and laundries before 6 a. m. and after 10 p. m., but does not apply to canneries.

International Race To Reach North Pole

At least six Arctic expeditions hope this summer to reach the North Pole or find new lands hidden away in the fields of ice. Four other purely scientific expeditions will penetrate far into the North. By land, sea and air, expeditions representing interests in America, France, Norway, Italy and Russia will penetrate the northern regions. Perhaps never before has so much ingenuity and scientific material been brought to bear upon the problems presented by the Polar ice pack which bars the way to the North. The Amundsen-Ellsworth expedition will use a dirigible airship; Lieutenant Commander Richard E. Byrd, U. S. N., will use airplanes, and the French expedition will attempt to reach the Pole by motor sledges with airplane assistance. Radio will play a big part in keeping the explorers in touch with civilization.

Machine Calculates Success of Applicants

Stuart C. Dodd, a graduate student in psychology at Princeton University, who also holds a fellowship of the National Research Council, has invented a machine for calculating the degree of success a prospective employe is likely to have. It can also be used in calculating the likelihood of scholarship success of school pupils or college students. He admitted, however, that the unknown quantities of character, will power, initiative and similar mental traits still were so difficult to measure that only approximately correct results could be obtained. Nevertheless, the results are three times as accurate as those arrived at by any other method, he claimed.

Cash Held By Indians

In addition to owning property estimated at $1,500,000,000, individual Indians under the guardianship of the government have large deposits in banks, according to a compilation just completed at the Interior Department. This shows there are approximately 4,493 individual Indians with cash balances in banks ranging from $1,000 up to $200,000 or more. The total moneys belonging to individual Indians and deposited in banks amount to $32,090,823, exclusive of tribal and other funds on deposit in the United States Treasury and in government securities drawing interest. Under the law these Indians are unable to withdraw their deposits without first obtaining the approval of the government.

A Shadow Howls By a New Device

The photo-electric cell, which is used in turning light into electric current in picture-telegraphing, in talking films, in new types of phonographs, in television experiments and in many other processes, has been combined by V. K. Zworykin, a physicist of the Westinghouse Electric Research Laboratories, with the radio vacuum tube amplifier, forming a new scientific device of vast possibilities, which was exhibited publicly for the first time at the electrical show at Grand Central Palace in New York City. Variations of light falling on this instrument, which looks nearly the same as an ordinary radio tube, instantly become variations of electrical current and are amplified many thousandfold. Using the device in connection with a loud-speaker the inventor produced a howl by passing a wire one millimeter thick between a lantern and the device.

Lighthouse Illuminates Paris Air Line

The most powerful lighthouse in the world, according to the National Geographic Society, is near Dijon in eastern France. It is on a mountain top 2,000 feet above sea level and 250 miles inland from the English Channel and the Mediterranean. The primary purpose of this billion-candlepower beacon is to facilitate night travel by air on the Paris-Marseilles line. Under favorable atmospheric conditions it is believed that the Dijon light can be seen from near Marseilles in the south, and from the air above Paris, Lille and even Brussels in the north.

Tugs Controlled By Radio System

The operations of many of the tugs along the seventy-five-mile waterfront of New York harbor are now controlled by radio as a result of tests conducted recently by the New York Central Railroad and the Radio Corporation of America, with the assistance of the Federal Government. With radio telephony, it was explained, orders can be given at any time, at any point, to any tug. Tows can be augmented after they have started, boats can be dropped if the shipper changes his orders, and labor saved by the elimination of dispatchers. Tests have proved, according to the officials, that the average time saved to tugs is more than thirty hours a month, or about a saving of $500 a month per tug.

Prepares Key to Chinese Language

J. Endicott Gardner, interpreter and translator for the Customs and Immigration Department at San Francisco, claims as a forty-year achievement to have a key that will enable the Occidental to decipher and understand the hieroglyphics of the Chinese language. The key is a book of 150 pages. In it are classified the 3,227 root words from which the Chinese language of 44,444 words and characters is formed. Gardner classified the words both by the sound of their ending, phonetically, and by the number of marks in the character.

EDUCATION IN ACTION

Young Boy Is Remarkable Speller

Joseph Abraham, aged nine, of Cedar Rapids, Ia., has astounded psychologists by his remarkable aptitude in spelling and by learning how to spell the most difficult words at a glance. He spelled correctly every word in the Ayres scale test of 1,000 words. Dr. Donald Durell, psychologist of the University of Iowa, has conducted tests on the boy.

Rockefeller Grandson Is Earning Education

The list of honor students announced recently at Yale shows the name of John Rockefeller Prentice of New York, grandson of John D. Rockefeller, who is working his way through the college. Prentice is rated as a scholar of the second rank, having secured an average between 85 and 89 during the first quarter of his sophomore year. Prentice is earning money to pay for his college education by acting as a night telephone operator at a New Haven hospital. A short time ago he was announced as the winner of the James J. Hogan scholarship.

Calls for Survey Of Jersey Schools

By unanimous vote the New Jersey State Board of Education has adopted a resolution calling for an impartial, comprehensive survey of the public school system of the state. Should such a survey be voted by the Legislature, it would probably mean a temporary postponement of action on several educational bills in which the state board is deeply interested. One of these is the measure taking control of normal schools and teacher-training facilities from the state board and giving it to the commissioner of education.

War Hero Will Start Own School

Resigning as chairman of the Board of Trustees of the Alvin C. York Agricultural Institute for educating mountain children of his native county of Fentress, Tennessee, Sergeant Alvin C. York, "one-man army" of the World War, announced that he will start out to build such a school with an individual fund of about $15,000 as a nucleus. A fund of $100,000 had been raised for the institute, half appropriated by the State Legislature and half given by the county, but in his letter of resignation York said he was severing connection with it because he had been "hampered by the inaction of the majority of my committee and failing thereby to obtain that co-operation which is so necessary in any high and altruistic endeavor."

Expects Discovery of Four Missing Elements

Commenting upon the recent discovery of a new element, "No. 61," by the chemistry department of the University of Illinois, Professor P. E. Browning of the inorganic chemistry department of Yale University said he believed the four elements which still remain unrevealed and stand as blanks in "Mosley's Table" soon will be discovered. Half an ounce of "No. 61" was separated from 400 pounds of rare earth material by Dr. B. S. Hopkins, of the University of Illinois. Professor Browning stated the discovery probably was made by an extremely delicate process of fractional crystallization. "No. 61" was the last of the rare earth group of elements to remain concealed from scientists.

Harvard Gets Grant From Milton Fund

Sixty thousand dollars has been provided Harvard professors for research work, according to an announcement made at the University. This is the third grant from the Milton fund in two years, the fund providing an annual income of about $50,000. About $49,000 will be spent the next academic year, and $11,000 the year following for research covering longer than one year. In the award twenty-eight different forms of research are to be taken care of. One of these is to provide funds for the survey of crime and criminal justice in Boston, which is to be conducted by the Harvard Law School.

Harvard to Foster School Relations

The Harvard student council has created a new committee, to be known as the committee on relations with schools. The functions of the committee are three-fold. First, the committee will take upon itself the responsibility of properly receiving and welcoming the teams sent from the schools which play against the freshman athletic teams. The second function of the committee will be to see to it that a school is notified when one of its graduates achieves some honor or distinction at the university. The third function will be to establish a liaison between Harvard and the various schools from which the college draws its support.

Her Second Gift To Northwestern

A new gift of $4,000,000 to Northwestern University for the use of the medical and dental schools was made recently by Mrs. Montgomery Ward of Chicago, who about two years ago donated an equal sum for the same schools. The funds go for the building of a centre and the endowment of a medical and dental faculty. Mrs. Ward's gift materially aids the carrying out of the ten-year program for the McKinlock campus, the cost of which is estimated at $20,000,000.

University Students As Pupil-Teachers

Miss Jessie E. Winchell, state supervisor of home economics in Vermont, with the help of three critic teachers, is supervising a number of seniors from the University of Vermont who are teaching in the home economics department of Burlington high school. These student teachers, while receiving valuable training for their vocation, obtain credit for this practice teaching at the high school. Courses of study, health programs and home projects are planned by the student teachers.

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JOURNAL OF EDUCATION

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BOSTON

Honolulu May Get Convention

The next biennial meeting of the World Federation of Education Associations, in July, 1927, will be either in Toronto or Honolulu. This has been definitely decided by Dr. Augustus O. Thomas, president of the federation and commissioner of education for Maine. Geneva, Switzerland, and Brussels, Belgium, were among the cities to bid for the honor.

Professor Frandsen New Department Head

Professor J. H. Frandsen has been elected head of the department of dairying and animal husbandry at the Massachusetts Agricultural College. Professor Frandsen was reared on a farm in Iowa and was graduated from the Iowa State College, from which institution he has the degree of master of science. He will begin his new duties about April 1.

New Dean for Theology School

Professor Albert C. Knudson has been unanimously elected by the trustees of Boston University as dean of the school of theology. Professor Knudson will assume his duties at Easter time, when Dean James A. Beebe, whom he succeeds, will leave to become president of Allegheny College at Meadville, Pa. Professor Knudson has been a member of the faculty of the university school of theology since 1906. He was graduated from the University of Minnesota in 1893, came to Boston University School of Theology and received the bachelor degree in 1896. He holds honorary degrees from Allegheny College and the University of Berlin.

College Men Carbon Copies, Says Preacher

Rev. Samuel Shoemaker of New York declared in a sermon before 150 delegates from forty schools who attended the second annual preparatory school Christian conference at Princeton University, that the average college man is a carbon copy of all his associates. He stated that the growth of the numbers of soft people in American colleges was one of the most alarming symptoms of the day. College men lose touch with life, he explained.

Archaeological Congress To Be Held at Beirut

An archaeological congress of a unique character is due to begin early in April. It is under the joint patronage of the governments of Palestine and Syria, and organized by the antiquities departments of both states. It is well known that numerous archaeological expeditions from various countries are at work or have been at work recently in the two countries, and all these are participating actively in the preparation. Invitations have been sent out to the scientific institutions specially interested in archaeology throughout the world, and most of them will send representatives. The number of official delegates is likely to run into hundreds. There will be an opportunity of visiting the most famous sites of antiquity in the Near East under the auspices of the most competent guides, and of hearing papers and addresses by the most eminent authorities in this field of research.

"Around World College" Roster Nearly Filled

Enrollment for the "Around the World College," which will give 450 American students opportunity to travel around the world while pursuing a regular college course aboard ship, has progressed so well as to insure a complete roster in a short time, according to an announcement made by James E. Lough, dean of the extramural division at New York University and director of the cruise. A faculty of fifty teachers, representing institutions throughout the country, will accompany the students. A staff of three nurses and two doctors is to be included on the trip to care for the health of the group. The itinerary of the cruise will include visits to thirty-five countries and fifty of the more important cities. New York University is sponsoring the project.

Teachers Demand Oriental Rugs

Teachers of the Watchung Elementary School at Montclair, N. J., have notified the Board of Education that they will not accept domestic rugs for their teachers' room, but must have an appropriation of $250 to buy Oriental floor coverings. When they had recovered, members of the board suggested the teachers have an entertainment and buy their own Oriental rugs. "If we put in Oriental rugs," said Richard T. Greene, president of the board, "they will expect us to put old masters on the walls."

Professor Coffman Is Honored

Professor George R. Coffman, recently made chairman of the English faculty at the Boston University college of practical arts and letters, has been chosen to membership on the council of the Medieval Academy in America. Professor Coffman has been a leading figure in organizing the academy. The Medieval Academy in America was incorporated last December, and the first issue of its official publication, The Speculum, has appeared. Among its members are a score of the leading scholars in the field of medieval literature in this country. The academy was first suggested to remedy the lack of systematic study of the middle ages, by Professor John M. Manly of the University of Chicago in 1920.

Indian Chief As School Teacher

Chief Brave Hawk has joined the faculty of the Cheyenne High School, Colorado Springs, Col., to teach Indian lore. He is a full-blooded Sioux chieftain from the Rosebud reservation in South Dakota. "The Indian, the typical American, who is fast disappearing, will certainly be the basis for Western art, music and literature in the future," Lloyd Shaw, principal of the school, explained in announcing the course. "Instead of having our children read this, we want to teach them directly, for then they can be in a position to create this Western atmosphere in music, art and literature." The young chieftain comes from a distinguished line of Sioux. His grand-uncle was Rain-in-the-Face, the famous chieftain who often opposed Custer.

President Coolidge's address before the Department of Superintendence of the National Education Association, which was broadcast from Station WEAF and other stations of the Bell system, was heard over the greater part of the United States. It is reported that this broadcast brought more letters to the White House than any previous radio address of the President.

American Students Entertained Abroad

Nearly 100 American Rhodes scholars and forty American girls, who are also attending the University of Oxford, were entertained recently by Lady Astor with a brilliant dinner and dance at her own house in London. The party brought to a close a week-end's respite from serious thinking by the American students, who have been house party guests for several days at the English homes in London and the nearby country. For the girls, especially, it has been a taste of freedom, for in the cloistered seclusion of the Oxford colleges there is nothing of the co-educational relationship which is an ordinary part of American university life. Oxford men have few opportunities of meeting the girl students, and on these rare occasions chaperons are as much a part of the picture as they were in Victorian days.

The BOOK TABLE

THE PIONEERS OF THE FRENCH REVOLUTION. By M. Roustan. Translated by Frederick Whyte, with an Introduction by Harold J. Lashi. Cloth. 300 pages, 6 by 9 inches. Boston: Little, Brown and Company.

This is unquestionably the most important presentation of the causes of the French Revolution that has been published. It is especially wholesome at this time. It makes clear what some Americans have half believed, that the truth about "The Pioneers of the French Revolution" has not only told the truth about the causes of "The French Revolution," but has viciously poisoned the student-minds of the world..

In part, the effort is the result of the pessimism engendered by the defeat of 1870. For many years it was the fashion to explain that the revolt of which Voltaire is the great symbol was either unconnected with the Revolution, or wholly evil in its results. They insisted that the eighteenth century was the least French of all the centuries. The rejection of the dogmas of the Revolution as hostile to the true tradition became itself a dogma.

Twenty years ago, in the book here translated, M. Roustan summarized, with a knowledge as profound as its power of statement was brilliant, the case against the dominant view.

M. Roustan's book has exercised great influence on French thought, but it has not been as well known as it should be in America, and many readers will be glad to have its thesis made accessible.

FRESH AIR AND VENTILATION. By C-E. A. Winslow, Yale School of Medicine, and chairman, New York State Commission on Ventilation. Cloth. 182 pages. New York: E. P. Dutton and Company.

Dr. Winslow is recognized by the medical profession and by laymen as well as the authority on "Fresh Air and Ventilation" than which nothing is more important in school architecture, both from the standpoint of student efficiency and permanent health conditions.

In this volume Dr. Winslow presents the latest results of research in all phases of the subject.

In the last ten years the new knowledge of the real problems and correct methods of ventilation has completely upset all the previously held theories on the subject. The actual facts, as drawn from years of patient experiment in this country, in England and in Germany, are so far opposed to the prevalent beliefs that it has become practically a new science.

Dr. Winslow, as chairman of the New York State Commission on Ventilation, here presents for the first time in popular form the new knowledge on ventilation and the part that fresh air plays therein. It overthrows many widespread and cherished beliefs, but represents the considered verdict of modern experimental science on the subject.

It is a book which not only claims the attention of physicians, engineers, architects and builders, but of legislators and members of educational and health departments of the city, as well as of average men and women who seek for home or office comfort, efficiency and health. Of the many important services rendered by Dr. Winslow none has been more timely than this.

PROBLEMS OF CHILD WELFARE. By George B. Mangold, Ph. D. Revised Edition. Cloth. 600 pages. New York: The Macmillan Company.

Dr. Mangold established himself as an authority in the purpose and achievement of welfare activities in his book, first published in 1914.

With the gradual shifting of the emphasis from remedial to preventive and constructive work, problems of child welfare have received much attention, largely on the theory that work with children is fundamentally constructive in its nature. Believing that the best results are achieved by beginning with the child, the author has attempted to present in a systematic way the principles of child welfare, and to correlate the different problems involved. The task consists mainly of adjusting the constructive philanthropy of today to the needs of the child, his improvement being the direct objective. Each separate problem has been analyzed with reference to causes and conditions, to the existing social machinery for coping with the problem, and to a plan and program of improvement or prevention.

There have been many changes in the general program of child welfare work in the last ten years. In addition to improvements in detail that have been made, new philanthropic machinery has been created. Developments such as vocational guidance, the visiting teacher movement and the Federal Maternity and Infancy Law must find a place in a text that aspires to treat each of the important child problems of the day.

Revision and amplification of the subject matter have required a careful inspection of all statistical tables. In many cases the statistics in the original text were no longer useful for illustrative purposes. Throughout the book new facts and current illustrations have been used, and wherever the spirit of the discussion revealed points of view now obsolete, every effort has been made to revise such sections of the book in accordance with the best thought of the day.

BOOKS OF GOODWILL. Vol. I. Through the Gateway. By Florence Brewer Borchel. Paper. Published by National Council for Prevention of War, Washington, D. C.

This initial book of the Goodwill Series provides much material from various sources for use by teachers who are interested in following the suggestion of the World Federation of Education Associations in magnifying International Goodwill. The selections in verse and prose are well worth while in themselves, and as a message in a great cause they have high value.

HEALTH HABITS BY PRACTICE. Book One.

HEALTH HABITS PHYSIOLOGY AND HYGIENE. Book Two. By William E. Burkard, Raymond L. Chambers, both supervising principals of Philadelphia, and Frederick W. Maroney, M.D., Atlantic City. Illustrated by Vera Stone Norman.

Chicago and New York: Lyons and Carnahan.

Book One, Health Habits by Practice, emphasizes in an unusual way specific habit formation, not only telling the child what to do, but when and how to do it, and much detail is given so that the child cannot escape realization that it is distinctly for him to practice, and not merely a general need. A special characteristic of Book One is the attempt to develop a health conscience.

Book Two stresses intensive practice of health habits by having in each chapter "Helpful Things to Do," and "Health Problems and Questions."

Both books are attractively made and admirably illuminated with important and suggestive pictures.

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GRINS BETWEEN GRINDS

Sounded That Way

Anthony — "Where's Cleopatra tonight?"

Maid—"Oh, sir, she's at home with tonsilitis."

Anthony—"Another of those Greeks, I suppose!"

Exit

Ikey and Izzy were separating after an evening together when Ikey said:—

"Au Revoir."

"Vat's dat?" asked Izzy.

"Dat's 'Good-bye' in French.

"Vell," said Izzy, "Carbolic Acid."

"Vat's dat?" asked Ikey.

"Dat's 'Good-bye' in any language."

Avoiding Argument

Teacher (to small boy)—"Is the world round or flat?"

Small Boy—"Round."

Teacher—"Why is it round?"

Small Boy—"Aw, it's flat, then. I won't argue with you."—Wichita (Kansas) Eagle.

The Last Straw

Little Willie had plenty of time and nothing to do. It was a hot spring day. Nobody to play with.

A thought! He ran his tongue around his oral cavity. A sob.

"Gee, gosh, ma," he exploded. "I ain't got nothin' to do. I ain't even got a loose tooth to wiggle!"

Canine Literati

"Lay down, pup. Lay down. That's a good doggie. Lay down, I tell you."

"Mister, you'll have to say, 'Lie down.' He's a Boston terrier."

The Ages of Childhood

"Wilberforce," queried the visiting curate, "how old are you now?"

"That is a difficult question," answered Wilberforce, drawing his hand across his high forehead and wiping his glasses reflectively. "The latest personal survey available shows my psychological age to be twelve, my moral age four, my anatomical age seven and my physiological age six. I suppose, however, you refer to my chronological age, which is eight. That is so old-fashioned I seldom think of it anymore."

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Science Wide Awake

By Robert D. Towne

[New York Evening Post.]

Professor Robert A. Millikan's fresh exploits in the realm of raydom have been the most recent sensation among the scientists. The hero of the Alpha and Gamma rays has been stalking another ray and claims to have identified it, although no name has yet been assigned to it. To the layman all this ray discovery and exploitation is Greek. Bombarding the atom with Alpha rays, for example, is spoken and written about in scientific circles with the easy and complacent comprehension with which the ordinary man talks about potatoes and seed corn and coal in the bin.

But to the layman the business is far worse than feeling around in a dark cellar for the electric push button. It is like feeling around in a cave for an electric push button you know isn't there.

Bombarding the atom with Alpha rays! What can that mean to us common folk who are told that an atom is so small that no eye has ever seen or ever will see it, so small that no microscope has ever reached it, so small that it has no existence, practically speaking, except as a convenient hypothesis for the scientific mind?

And yet Professor Millikan bombarded it so successfully that he smashed it to pieces—smashed a thing to pieces which is such a small piece to begin with that science says several million atoms on the point of a needle wouldn't crowd the needle point at all. There would be room for a million or two more.

And what are Alpha rays? Something with a Greek-alphabet name, something so fine that they slip right through anything and everything and go at a speed that has to be reckoned in terms that nobody but a scientist can understand. There is that scientific expression, "light-year," for example. The average person at first blush would take that to mean a year that was not dark, or not as dark as some other year.

But a light-year means something strange and weird and incomprehensible. It doesn't mean time at all. It means distance. "Light-year" is the astronomer's land measure of space, so to speak. Instead of saying the star Canopus is so many miles away, he says Canopus is so many light-years away.

Light travels 186,600 miles in a second. Time yourself by the second hand on your watch, tap a pencil on the table eight times to each second, and each tap of the pencil will mark the time it takes for a ray of light to go around the world from New York and back again. At the same rate light would get around the earth 480 times in a minute—and that gives some idea of light speed. People who have been around the world know what a tedious trip it is, but in one hour a ray of light makes, or could make, the trip 28,800 times. When you have multiplied 28,800 by 24 you know how many times around the world a light ray would be able to go in a day; go on and multiply by 365 and you get its annual Marathon.

In short, or perhaps it would be more exact to say in long, a light-year is about 5,884,617,600,000 miles. The figures are my own and must be tempered with a reasonable differential chargeable to the personal equation.

Just how the scientists ever found that a ray of light gets that far from home in a single year is, of course, to us laymen entirely a mystery. Even if they told us how they figure it we wouldn't know. And when we read of stars that are hundreds of light-years distant from the earth—well, we have to take the scientists' word for it and let it go at that.

But now comes Professor Millikan, who got a Nobel prize, mind you, for knowing more about rays than anybody else, and says he has found a new ray. From hasty reading I get the idea that this new ray has a shorter wave length than any ray we already know about. If I understand the professor, a light ray is about one-one-hundred thousandth of an inch long—and I submit that that is short enough to suit anybody. But I understand him to say that the wave length of his new ray is only one-ten millionth as long as a light ray. One-ten millionth of one-one-hundred thousandth of an inch!

And thus science goes on with its prying eyes fixed upon every nook and cranny of the universe. But there is no use in pretending that the layman follows him with much appreciation. If a light-year, for example, could only be used in some way! The scientists discover it and astonish us by telling

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what a creature it is for speed, and there they stop. It is the same with the atoms. From their account there are enough atoms to go around. Everything else seems subject to more or less shortage. Men and nations are pestered to death because there never seems to be enough of anything. But the scientists say there are more than 100,000,000,000,000,000,000,000 atoms in a handful of dirt.

Seeing the Wrong Side First

People are divided into two classes by their attitude toward new things.

Some jump at them; others shy at them. Some anticipate their advantages; others perceive their dangers.

When Faraday in 1832 showed before the British Association at Oxford that a spark could be produced by magnetic induction, a dean of the university who watched the experiment shook his head and said: "I am sorry for it." He then turned and walked away repeating: "I am sorry for it." As he passed out of the door he turned again and said: "Indeed, I am sorry for it. It is putting new arms into the hands of the incendiary."

Nobody can deny that his apprehensions have been justified. But the learned gentleman overlooked the electric light of the future.—Exchange.

Meetings to Be Held

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

28-July 4: National Education Association, Philadelphia, Pa.

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